

STUDENT EVALUATION OF TEACHERS, IS IT CONSISTENT WITH  
FORMER STUDENTS, ADMINISTRATION AND TEACHERS  
AT THE SECONDARY LEVEL

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A Field Report  
Presented to  
School of Graduate Studies  
Drake University

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Education

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by  
Willard I. Prather  
August 1969

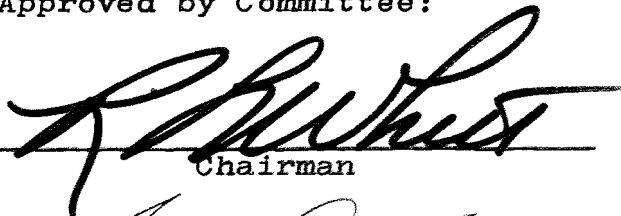
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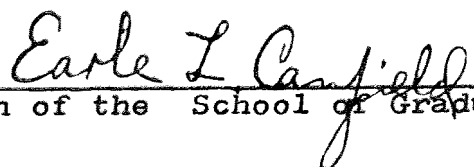
by

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## CHAPTER I

### THE PROBLEM AND DEFINITION OF TERMS USED

Teacher evaluation has historically been the unpleasant task of school administrators and supervisors. The tools used have been primarily the subjective evaluations of the principal, based on a minimum of classroom observations. According to McKean and Mills,<sup>1</sup> however, the function of evaluation is basic to supervision. Improvement and progress have their beginning in the evaluation of existing conditions. The emphasis on evaluation needs to be continuous and far reaching.

Valid tools and evaluative instruments are needed if teachers are to be fairly evaluated. Tradition, bias, and fear have limited the number and scope of the tools used for evaluation. Administrators must begin to consider all valid sources including student evaluations.

#### I. THE PROBLEM

Statement of the problem. It was the purpose of this study to: (1) determine if present student evaluations are consistent with previous student evaluation, and (2) to

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<sup>1</sup>Robert C. McKean and H. H. Mills, The Supervisor (Washington, D.C.: The Center for Applied Research in Education, Inc., 1964), p. 9.

determine if evaluations of teachers by students are consistent with those made by administrators and the self-evaluation by the teacher. The overall problem was: Do junior and senior high school students have the ability to fairly evaluate teachers?

Importance of the problem. Teaching is a highly complex skill. Evaluation of teachers and the act of teaching is equally as complex. If instruction is to improve, extensive work must be done to identify and evaluate good teaching. The individual primarily responsible for the evaluation must consider the impressions and attitudes of students if he is to do his job effectively. Although it was not the primary purpose of this study, an attempt was made to develop an evaluation tool that may be used effectively at the secondary level. This study has primarily attempted to determine consistency of student evaluations.

Limitations of the study. This study was limited by the small number of teachers evaluated. The three teachers evaluated have had several years of successful experience. This limited the study to those known to be successful. Success is defined here as having satisfactorily completed at least ten years of teaching.

This study was also limited by the fact that only school-age students were surveyed.



This study was further limited by the fact that the tenth grade class was not a typical class. This class has been noted for its under-achievement since fifth grade. Tests indicated that as a group, this class has consistently scored lower on achievement tests than any class in recent history at the Knoxville Community Schools. This fact had somewhat of a limiting and biasing effect on the results of this study.

## II. DEFINITION OF TERMS USED

Teachers, A, B, and C. The A, B, C classification was used to identify three teachers who were evaluated by their students. This classification will permit anonymity, and prevent possible embarrassment to the teachers involved. These teachers have successfully taught in Junior High at Knoxville, Iowa for several years. They are presently teaching the eighth graders involved in this study.

Eighth grade students. For the purposes of this paper, eighth grade students will refer only to those students in grade eight who are currently enrolled in the classes of teachers A, B, or C.

Tenth grade students. For the purposes of this paper, tenth grade students will refer to those students now enrolled in grade ten at Knoxville High School, who were enrolled in the classes of teachers A, B, or C in grade eight.

Twelfth grade students. Twelfth grade students will refer to those students now enrolled in grade twelve at Knoxville High School who were enrolled in the classes of teachers, A, B, or C in grade eight.

### III. THE PROCEDURE

This study began with the development of a student evaluation form which could be used by students from grade eight through twelve. The development of this form will be discussed in detail in Chapter III. This evaluation form was used by students, teachers and administrators.

Three Knoxville Junior High teachers were chosen as subjects in this study, primarily because of the convenience of utilizing the teachers and students that were readily available.

All eighth grade students evaluated teachers A, and/or B, and/or C during a regular class period with the teachers out of the room. The evaluation was conducted by the writer of this paper approximately three weeks prior to the end of the school term.

Prior to the students completing the evaluation form, specific instructions were given as to marking the answer sheets. Absolute honesty and fairness was emphasized.

Each question was read and explained as the students completed the form. The same wording and/or illustration was used in each eighth grade class that was surveyed. All

of the students of teachers A, B and C completed the evaluation.

Students in grades ten and twelve evaluated these teachers using the same evaluation form. The instructions were the same as were given to the eighth graders. The questions were not read and explained, however. Only those students who had been in the classes of teachers A, B, or C were surveyed.

The Junior High School principal, who would be normally responsible for the evaluations of the teachers, completed an evaluation form for each of the three teachers (A, B, C). This was done without any knowledge of student or teacher responses to the evaluation.

Each of the three teachers completed a self-evaluation, using the same form as students and principal. This was also done without knowledge of any other evaluation.

An item analysis was made of all of the evaluations. The responses of each class for each teacher were totaled. The percentage of students that responded 1, 2, 3 and 4 were computed for each class and each teacher. (See evaluation form, Appendix A). The mean response for each teacher by class was computed.

The totals of the student evaluations in each grade 8, 10, and 12, and the totals of each teacher and that of the principal for each teacher were tested using the chi-square test of independence.

## CHAPTER II

### A SUMMARY OF SELECTED WRITINGS CONCERNING STUDENT EVALUATION OF TEACHERS

The amount of research in the specific area of this study seems to be minimal. There has been considerable research in the general area of teacher evaluation, but very little in the specific area of student evaluation of teachers.

One of the oldest and perhaps one of the most complete studies of student evaluation has been conducted by Remmers. This research began as far back as 1927, and a considerable amount of material has been compiled.

This research has demonstrated that student evaluation is a useful, convenient, reliable, and valid means of self supervision in self improvement for the teacher.<sup>1</sup>

Some generalizations from the research of Remmers and his associates follows:

1. Reliability of ratings of teachers by students is a function of the number of raters. If twenty-five or more students ratings are averaged, they are as reliable as the better educational and mental tests at present available.

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<sup>1</sup>H. H. Remmers, "Rating Methods in Research on Teaching," Handbook of Research on Teaching by N. L. Gage, (editor), 1963.

2. Grades of students have little if any relationship to their ratings of instructors who assigned the grades.
3. Alumni ten years after graduation agree very closely (rank order  $r_{ho} = .92$ ) with on campus students on the relative importance of ten teacher characteristics.
4. Alumni ten years after graduation agree substantially ( $r$ s ranging from .40 to .68) with on-campus students in their average ratings of the same instructors.
5. Halo effect, if present in ratings by such instruments as the Purdue Rating Scale for Instruction, is insufficient to raise the intertrait correlations to unity when corrected for unreliability of the ratings. Evidence indicates that students discriminate reliably among different aspects of the teacher's personality and of the course.
6. Little if any relationship exists between students ratings of the teachers and the difficulty of the course.
7. The sex of student raters bears little or no relationship to their ratings of teachers.
8. The cost in time and money of obtaining student ratings of teachers is low, lower than the cost of administering a typical standardized educational test.
9. Popularity in extra-class activities of the teacher is probably not appreciably related to student ratings of that teacher.
10. Teachers with less than five years experience tend to be rated lower than teachers with more than eight years experience.
11. The sex of the teacher is in general unrelated to the ratings received.
12. Students are more favorable than instructors to student ratings of instructors, but more instructors than students have noticed improvement in their teaching as a result of student rating.<sup>1</sup>

In a recent study by Bryan, it was concluded that student standards for judging classroom control are much the same as those held by administrators. In the study,

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<sup>1</sup> Ibid.

twenty-nine administrators of 114 teachers were asked to answer the same opinion questionnaire that had been answered by the students of these teachers. A comparison of the student and administrator opinions of these 114 teachers showed that there was considerable agreement. When the extent of this agreement was expressed in the form of a correlation coefficient, 61 was the result.<sup>1</sup>

In another study by Bryan it was found that the correlation of the mean of two administrators' ratings with the mean of ratings by students in two classes taught by each of thirty-eight teachers resulted in a coefficient of 68.<sup>2</sup>

Medley and Mitzel in their study point out the weakness of teacher rating methods and teacher rating scales. It was their finding that most evaluators base their evaluation on whether the teacher is behaving the way they believe he should behave, not whether effective teaching is being done.<sup>3</sup>

A reading in studies involving teacher rating scales by supervisors reveals uniformly negative results. Some typical conclusions as stated by authors of the

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<sup>1</sup>Roy C. Bryan, "High School Students View Classroom Control," *Clearinghouse*, Vol. 42 (February, 1968), 345-347.

<sup>2</sup>Ibid.

<sup>3</sup>Donald M. Medley and Harold E. Mitzel, "Measuring Effective Teacher Behavior," Handbook of Research on Teaching, N. L. Gage (editor), 1963.

studies include:

Teacher rating scales . . . are only slightly related to the observed pupil growth . . .

(Hellfritzs, 1945, p.197)

. . . supervision ratings here provided are invalid (La Duke, 1945, p. 97)

. . . supervisory ratings . . . seem to lack reliability and validity (Jayne, 1945, p. 133)

. . . the criterion of pupil change apparently measures something different from that measured by teacher ratings. . . . (Gotham, 1945), p. 165)<sup>1</sup>

Some interesting and useful research has been conducted on the effectiveness of feedback to teachers from various sources. In a study conducted by Tuckman and Oliver, it was found that student feedback was the most effective method of changing teacher behavior.

In the study, 286 teachers were subjected to one of four conditions: (1) feedback from students only, (2) feedback from supervisors, (3) feedback from both students and supervisors, and (4) no feedback.<sup>2</sup>

It was found that feedback from students led to a positive change among teachers. Feedback from supervisors produced a negative result, however. Teachers did not change, but became somewhat hostile to supervision. A combination of supervisor and student feedback produced less change than the student feedback alone.<sup>3</sup>

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<sup>1</sup>Ibid.

<sup>2</sup>B. W. Tuckman and Wilmot F. Oliver, "Effectiveness of Feedback to Teachers as a Function of Source," Journal of Educational Psychology, Vol. 59 (August, 1968), 297-301.

<sup>3</sup>Ibid.

This study tends to support an earlier study by Bryan (1963) in which he was able to show that teachers will alter their behavior as the outcome of receiving feedback from their students.<sup>1</sup>

Withall and Lewis concluded the following:

As it became more and more evident, that superintendents', principals', supervisors', and board members' ratings of teachers showed very little reliability and little relationship to one another's assessments, the researchers on teacher behaviors in the classroom began assiduously to collect student ratings of teachers. A more realistic attitude began to appear, one which held that student ratings might be merely "taken purely as an accumulation of opinion without raising any question of how valid that opinion may be". The views of the students may be prejudiced, mistaken, superficial, immature, but, whatever their validity, they exist and exert a powerful influence on the effectiveness of the course.<sup>2</sup>

This research would support the use of student evaluations in lieu of supervisor evaluations if a change in teacher behavior is desired. This is contrary to a deeply engrained tradition, however, and may be slowly accepted.

Most of the research in the area of student evaluation points toward its effectiveness. Occasional visits and/or short classroom observations seldom provide sufficient evidence for an observer to evaluate the full range of attributes of the teacher's role. Students, on

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<sup>1</sup> Ibid.

<sup>2</sup> John Withall and W. W. Lewis, "Social Interaction in the Classroom," Handbook of Research on Teaching, N. L. Gage (editor), 1963.



the other hand, have one major advantage over other observers. They see the teacher perform on many different occasions as he attempts quite varied tasks and deals with individuals who are known to the observer.<sup>1</sup>

Beyond the problem of reliability, student ratings allow us to see how the pupils perceive and interpret the behavior of their teachers. This subjective perception, more than the independently and objectively assessed behavior by trained observers, supervisors, and other "outsiders", determines essentially the interpersonal relationships in the classrooms and colors its social and emotional climate. The atmosphere of interpersonal relationships is crucially important in its effects on the child's learning and adjustment and serves as the backdrop for the maximum use of abilities.<sup>2</sup>

Some definitive research has been conducted in the area of teacher qualities as perceived by students. It appears there is considerable consistency as to the characteristics that students feel are essential in a good teacher. The findings of Beck seem to mirror the findings of other studies in this area, even though he worked with relatively young students.

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<sup>1</sup>Ioannis Paraskevopoulos, "How Students Rate Their Teachers," The Journal of Educational Research, Vol. 62, (September, 1968), 25-29.

<sup>2</sup>Ibid.

It was concluded that sixth-grade pupils' perception of teacher merit revealed the following strongly perceived dimensions:

1. A warm, friendly and supportive personality.
2. The ability to communicate in a clear and lucid manner.
3. Teacher behavior leading to either positive or negative motivation of the pupil.
4. Effective disciplining behavior which leads to proper conduct on the part of the pupil.
5. A flexibility which results in the introduction of novel perspective and the utilization of mechanical and audio-visual aids to instruction.

Stern points out that strikingly similar factors have emerged from a number of independent analyses of student ratings. He concludes that "the verbalized teacher image is a widely shared and extremely stable stereotype" and mentions empathy (friendly and democratic behavior) and competence (systematic and organized behavior) as the essential components of this idealized image.<sup>2</sup>

It seems evident that the verbalized teacher image is a widely shared and extremely stable stereotype. Symonds (1955) noted, however, that the stability of this image is of little help in predicting effective teaching since the great variety of classroom behaviors among

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<sup>1</sup>William R. Beck, "Pupils' Perceptions of Teacher Merit: A Factor Analysis of Five Postulated Dimensions," *The Journal of Educational Research*, Vol. 61 (November, 1967), 127-28.

<sup>2</sup>Paraskevopoulos, loc. cit.

effective teachers seems to preclude the use of observation as a tool for distinguishing effective teaching; ". . . the basic determinants are to be found in the personality structure of the teacher rather than in outward behavior."<sup>1</sup>

Bryan stated these same concepts as follows:

Improved student reactions mean improved teacher effectiveness. Other things being equal, the teacher who conducts classes that students find challenging and interesting is more effective than the one who conducts classes that bore students; the teacher who gets cooperation in the pursuit of classroom objectives is more effective than one who fails to get students to concentrate on classroom business; and the teacher who is loved and respected is more effective than the one who is hated or regarded with contempt.<sup>2</sup>

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<sup>1</sup>George G. Stern, "Measuring Noncognitive Variables in Research on Teaching," Handbook of Research on Teaching, N. L. Gage (Editor), 1963.

<sup>2</sup>Roy C. Bryan, "As Students See Their Teachers," NEA Journal (April, 1968), 20-21.

### CHAPTER III

#### TECHNIQUE AND RESULTS OF THE STUDY

This study was conducted in order to collect information concerning the consistency of student evaluation of teachers. It was believed that additional information on student evaluations as compared to those of administrators and the self evaluation of teachers would provide needed support for using student evaluations as a part of the total teacher evaluation program. A resume and analysis of the data obtained is presented here.

##### I. DEVELOPMENT OF THE EVALUATION FORM

Although it was not the prime objective of this study to develop an effective evaluation tool, it was a necessary pre-requisite to the study. The development of a valid tool of evaluation could well be a complete study of its own.

Student evaluation of instructors at the secondary level is not an uncommon practice. The evaluation in most cases, however, involves the student writing a paragraph of his impressions of the course and the instructor. This type of evaluation rarely points out specific strengths or weaknesses.

Several colleges in Iowa are using evaluation forms which measure specific areas. The form used in this study was primarily a modification of the evaluation forms used by Central College, Penn College, and Drake University.

The form was devised originally with thirty-five questions and a number rating scale from one to four for each question. The form was tested on 60 eleventh grade students. It was felt by the students involved and the writer of this paper that certain questions were not applicable. The evaluation form was revised and the number of questions reduced to 29. The form was tested on another group of 60 eleventh grade students. The form seemed satisfactory but it was felt that some words of explanation were needed to clarify the rating scale. Each number on the rating scale of each question was given an explanator word such as: (1) none, (2) little, (3) adequate and (4) great.

An example of this Teacher Evaluation Questionnaire is found in Appendix A of this study, and is the form used by all persons surveyed in this study.

## II. CHOOSING THE TEACHERS TO BE EVALUATED

As was discussed in Chapter I, three Junior High teachers were chosen as the subjects in this evaluation. These teachers, who we refer to as teachers A, B, and C, have taught a combined total of fifty-six years. Each of

the teachers has taught at least seven years in the Knoxville school system. These teachers were considered successful by most parents and administrators. Their longevity in the system would tend to support this view.

These three teachers were chosen primarily because of their longevity in the Knoxville school system and because of their willingness to participate. By choosing teachers with more than five years experience in this system, the majority of the high school students could have participated in this study.

### III. THE RESULTS OF THE EVALUATION OF TEACHER A

Eighth grade evaluations. The Teacher Evaluation Questionnaire<sup>1</sup> was completed by 107 eighth grade students for teacher A.

Table I shows the individual responses and the total responses by eighth grade students in evaluating teacher A. The most frequent response for each question is underlined. The total responses and percentage response is indicated at the bottom of the Table.

It should be noted that teacher A was rated in the top two categories by a total of 87 per cent of the students. Of the 29 items, twenty-one of the most frequent responses were in category 4. The mean response to all questions was

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<sup>1</sup>See Appendix A.

TABLE I

RESPONSES OF EIGHTH GRADE STUDENTS IN KNOXVILLE JUNIOR  
HIGH SCHOOL IN EVALUATING TEACHER "A" USING TEACHER  
EVALUATION QUESTIONNAIRE, MAY, 1969

QUESTION (1-4 = LOW TO HIGH)	RESPONSE			
	1	2	3	4
1. Personal appearance	2	3	24	<u>79</u>
2. Effective use of teaching aids if they are needed/or applicable (movies, overhead projector, blackboard, charts, etc.		8	46	<u>53</u>
3. Teacher on time to class	1		<u>64</u>	<u>41</u>
4. Teacher control of class		2	22	<u>82</u>
5. Apparent knowledge of classroom material	1		26	<u>79</u>
6. Adequacy of daily classroom preparation	2	1	33	<u>71</u>
7. Allows sufficient time for discussion	3	8	40	<u>56</u>
8. Apparent knowledge of current events affecting class material	2	3	26	<u>75</u>
9. Teacher's ability to generate and hold interest in classroom	3	12	<u>47</u>	45
10. Teacher encouragement of student participation	2	7	47	<u>51</u>
11. Teacher availability to student outside of classroom	1	11	45	<u>50</u>
12. Teacher speech (as to clarity and distinction.)	2	3	25	<u>77</u>
13. Teacher encouragement of students to formulate their own ideas and views of subject matter	4	14	<u>51</u>	38
14. Ability to explain difficult concepts	3	17	39	<u>48</u>
15. Ability to lecture		11	23	<u>73</u>
16. How well were tests designed to make students think rather than just to reproduce factual knowledge?	6	25	31	<u>45</u>
17. How well did tests cover lectures, text, and outside readings?	2	17	35	<u>53</u>
18. Allows sufficient time to complete test	4	6	<u>60</u>	37

TABLE I (continued)

QUESTION	(1-4 = LOW TO HIGH	RESPONSE			
		1	2	3	4
19. Hands back tests promptly		7	32	<u>48</u>	20
20. Willingness to try new and different ways of teaching		15	32	<u>39</u>	21
21. Has a sincere interest in students and wants to help them		3	12	<u>49</u>	43
22. Is enthusiastic and instills enthusiasm		4	20	<u>52</u>	31
23. Has a sense of humor		3	17	<u>39</u>	<u>48</u>
24. Is fair in discipline		7	18	<u>33</u>	<u>49</u>
25. Is fair in grading		2	9	<u>42</u>	<u>53</u>
26. Is poised and confident		3	2	<u>33</u>	<u>69</u>
27. Is courteous and tactful		2	12	<u>38</u>	<u>54</u>
28. Speaks with Self-confidence		2	1	<u>22</u>	<u>80</u>
29. Overall ranking of teacher		5	7	<u>40</u>	<u>54</u>
Total		91	310	1119	1575
Total Expression in Per cent		2.94	10.02	36.15	50.89

3.35. The one most obvious weakness of teacher A, as viewed by eighth graders, was the lack of willingness to try new and different ways of teaching. This was indicated in their response to question 20. This teacher was given a greater proportion of low ratings in responses to questions 16, 19, 22, 23 and 24.

Tenth grade evaluations. Teacher A was evaluated by 107 tenth graders, using the Teacher Evaluation Questionnaire.<sup>1</sup>

<sup>1</sup>See Appendix A.



Table II shows the individual and total responses by tenth grade students. The most frequent response for each question is underscored. The total, and percentage responses are indicated at the bottom of the Table.

The tenth graders were somewhat more critical of Teacher A than the eighth graders. Seventy-seven per cent of the students rated the teacher in the top two categories. Only twelve of the most frequent responses were in category 4. The mean response to all questions was 3.09.

The area of greatest felt weakness was lack of willingness to try new and different ways of teaching, which was consistent with the eighth graders. The tenth graders also gave a high proportion of low ratings to teacher A in questions 16, 22, 23 and 24. Lack of a sense of humor, as indicated in the responses to question 20 was considered a definite weakness of teacher A by these students.

Twelfth grade evaluations. Only 67 twelfth graders evaluated Teacher A. The same form was used as was used by students in grades eight and ten. Table III shows the individual, total and percentage responses of the twelfth graders. The most frequent responses are underlined for each question.

Eighty-four per cent of the students rated teacher A in the top two categories. Twelve of the most frequent responses were in category 4. The mean response to all questions was 3.24.

TABLE II

RESPONSES OF TENTH GRADE STUDENTS IN KNOXVILLE SENIOR  
HIGH SCHOOL IN EVALUATING TEACHER "A" USING TEACHER  
EVALUATION QUESTIONNAIRE, MAY, 1969

QUESTION	(1-4 = LOW TO HIGH	RESPONSE			
		1	2	3	4
1. Personal appearance		5	15	<u>50</u>	37
2. Effective use of teaching aids if they are needed/or applicable. (Movies, overhead projector, blackboard, charts, etc.)		2	9	<u>65</u>	31
3. Teacher on time to class		4	4	<u>35</u>	<u>64</u>
4. Teacher control of class		1	3	27	<u>76</u>
5. Apparent knowledge of classroom material		3	4	24	<u>75</u>
6. Adequacy of daily classroom preparation		2	7	41	<u>57</u>
7. Allows sufficient time for discussion		3	23	<u>48</u>	33
8. Apparent knowledge of current events affecting class material		1	5	29	<u>72</u>
9. Teacher's ability to generate and hold interest in classroom		7	21	<u>51</u>	28
10. Teacher encouragement of student participation		5	17	<u>54</u>	29
11. Teacher availability to student outside of classroom		5	17	<u>55</u>	30
12. Teacher speech (as to clarity and distinction.)		1	6	34	<u>66</u>
13. Teacher encouragement of students to formulate their own ideas and views of subject matter		5	24	<u>56</u>	22
14. Ability to explain difficult concepts		6	32	<u>36</u>	33
15. Ability to lecture		5	16	25	<u>61</u>
16. How well were tests designed to make students think rather than just to reproduce factual knowledge?		15	33	<u>34</u>	25
17. How well did tests cover lectures, text, and outside readings?		6	20	35	<u>46</u>
18. Allows sufficient time to complete test		3	9	44	<u>51</u>

TABLE II (continued)

QUESTION (1-4 = LOW TO HIGH)	RESPONSE			
	1	2	3	4
19. Hands back tests promptly	4	20	<u>43</u>	40
20. Willingness to try new and different ways of teaching	35	<u>41</u>	25	6
21. Has a sincere interest in students and wants to help them	9	22	<u>45</u>	31
22. Is enthusiastic and instills enthusiasm	12	25	<u>50</u>	20
23. Has a sense of humor	15	<u>42</u>	<u>35</u>	15
24. Is fair in discipline	15	<u>23</u>	<u>42</u>	26
25. Is fair in grading	7	19	<u>43</u>	37
26. Is poised and confident	7	9	<u>37</u>	<u>54</u>
27. Is courteous and tactful	7	23	38	<u>39</u>
28. Speaks with self-confidence	2	8	28	<u>67</u>
29. Overall ranking of teacher	7	22	<u>47</u>	<u>29</u>
Total	199	519	1177	1210
Total expression in Per cent	6.41	16.71	37.91	38.97

The question which received the greatest number of low responses was number 20, which agrees with responses of students in grades eight and ten. As with the other two classes, questions 16, 22, and 23 received relatively low ratings, indicating consistency between eighth, tenth and twelfth graders in identifying felt areas of weakness in teachers.

TABLE III

RESPONSES OF TWELFTH GRADE STUDENTS IN KNOXVILLE SENIOR  
HIGH SCHOOL IN EVALUATING TEACHER "A" USING TEACHER  
EVALUATION QUESTIONNAIRE, MAY, 1969

QUESTION (1-4 = LOW TO HIGH)	RESPONSE			
	1	2	3	4
1. Personal appearance		5	<u>35</u>	27
2. Effective use of teaching aids if they are needed/or applicable (Movies, over-head projector, blackboard, charts, etc.)	1	12	<u>32</u>	22
3. Teacher on time to class		1	<u>17</u>	<u>48</u>
4. Teacher control of class			11	<u>55</u>
5. Apparent knowledge of classroom material			16	<u>50</u>
6. Adequacy of daily classroom preparation		1	22	<u>42</u>
7. Allows sufficient time for discussion	2	9	<u>32</u>	24
8. Apparent knowledge of current events affecting class material		4	20	<u>43</u>
9. Teacher's ability to generate and hold interest in classroom	4	9	<u>36</u>	18
10. Teacher encouragement of student participation	1	12	<u>28</u>	26
11. Teacher availability to student outside of classroom	1	12	<u>35</u>	19
12. Teacher speech (as to clarity and distinction)		1	20	<u>45</u>
13. Teacher encouragement of students to formulate their own ideas and views of subject matter	4	14	<u>37</u>	12
14. Ability to explain difficult concepts	1	16	<u>32</u>	18
15. Ability to lecture		14	<u>18</u>	<u>35</u>
16. How well were tests designed to make students think rather than just to reproduce factual knowledge?	3	19	<u>28</u>	17
17. How well did tests cover lectures, text, and outside readings?	1	11	23	<u>32</u>
18. Allows sufficient time to complete test	1	1	<u>36</u>	29

TABLE III (continued)

QUESTION (1-4 = LOW TO HIGH)	RESPONSE			
	1	2	3	4
19. Hands back tests promptly		7	<u>32</u>	28
20. Willingness to try new and different ways of teaching	12	<u>34</u>	18	3
21. Has a sincere interest in students and wants to help them	3	7	<u>30</u>	27
22. Is enthusiastic and instills enthusiasm	4	15	<u>33</u>	15
23. Has a sense of humor	4	16	<u>36</u>	11
24. Is fair in discipline	2	14	<u>32</u>	19
25. Is fair in grading	1	4	<u>29</u>	<u>33</u>
26. Is poised and confident		3	19	<u>45</u>
27. Is courteous and tactful	4	12	<u>28</u>	<u>23</u>
28. Speaks with self-confidence	1		<u>22</u>	<u>43</u>
29. Overall ranking of teacher	2	6	27	<u>30</u>
Total	52	259	784	839
Total Expression in Per cent	2.69	13.39	40.54	43.38

## IV. THE RESULTS OF THE EVALUATION OF TEACHER B

Eighth grade evaluations. One hundred thirteen eighth graders evaluated teacher B using the Teacher Evaluation Questionnaire.<sup>1</sup> Table IV shows the individual, total and total percentage responses. The underlined responses indicate seventeen most frequent responses in the fourth category. Eighty-four per cent rated teacher B in the top two categories. The mean response to all questions was 3.26.

<sup>1</sup>See Appendix A

TABLE IV

RESPONSES OF EIGHTH GRADE STUDENTS IN KNOXVILLE JUNIOR  
HIGH SCHOOL IN EVALUATING TEACHER "B" USING TEACHER  
EVALUATION QUESTIONNAIRE, MAY, 1969

QUESTION (1-4 = LOW TO HIGH)	RESPONSE			
	1	2	3	4
1. Personal appearance	1	7	<u>54</u>	50
2. Effective use of teaching aids if they are needed/or applicable. (Movies, overhead projector, blackboard, charts, etc.)	3	26	<u>49</u>	35
3. Teacher on time to class	1	1	<u>9</u>	<u>28</u>
4. Teacher control of class	3	7	<u>75</u>	<u>25</u>
5. Apparent knowledge of classroom material			17	<u>23</u>
6. Adequacy of daily classroom preparation		7	46	59
7. Allows sufficient time for discussion	1	21	<u>52</u>	38
8. Apparent knowledge of current events affecting class material	16	24	<u>48</u>	24
9. Teacher's ability to generate and hold interest in classroom	9	23	<u>57</u>	24
10. Teacher encouragement of student participation	8	24	<u>56</u>	24
11. Teacher availability to student outside of classroom		5	<u>56</u>	52
12. Teacher speech (as to clarity and distinction.)	2	6	29	<u>76</u>
13. Teacher encouragement of students to formulate their own ideas and views of subject matter	5	18	<u>63</u>	27
14. Ability to explain difficult concepts	3	20	35	<u>54</u>
15. Ability to lecture	5	17	32	<u>57</u>
16. How well were tests designed to make students think rather than just to reproduce factual knowledge?	<u>2</u>	18	43	<u>48</u>
17. How well did tests cover lectures, text, and outside readings?	3	12	<u>48</u>	47
18. Allows sufficient time to complete test	3	2	12	<u>22</u>

TABLE IV (continued)

QUESTION (1-4 = LOW TO HIGH)	RESPONSE			
	1	2	3	4
19. Hands back tests promptly	3	5	22	<u>82</u>
20. Willingness to try new and different ways of teaching	1	19	44	<u>49</u>
21. Has a sincere interest in students and wants to help them	8	5	44	<u>56</u>
22. Is enthusiastic and instills enthusiasm	13	34	<u>56</u>	10
23. Has a sense of humor	12	25	<u>46</u>	30
24. Is fair in discipline	4	11	<u>48</u>	<u>50</u>
25. Is fair in grading	3	8	19	<u>83</u>
26. Is poised and confident	6	7	<u>50</u>	<u>50</u>
27. Is courteous and tactful	8	8	<u>46</u>	<u>51</u>
28. Speaks with self-confidence	3	9	43	<u>58</u>
29. Overall ranking of teacher	6	15	39	<u>51</u>
Total	132	384	1238	1493
Total Expression in Per Cent	4.06	11.83	38.13	45.98

The areas of lower rating were indicated by responses to questions 8, 22 and 23. Question 8, apparent knowledge of current events affecting class material, is not a particularly valid question in the subject taught by teacher B. Enthusiasm and sense of humor seem to be moderately weak characteristics as observed by eighth graders.

Tenth grade evaluation. Ninety-five sophomore students evaluated teacher B. As indicated on Table V, eighty-four per cent of these students rated teacher B in the top two categories. The mean response was 3.21. Fourteen of the most frequent responses fell in the fourth category as indicated by the underlined responses.

TABLE V

RESPONSES OF TENTH GRADE STUDENTS IN KNOXVILLE SENIOR  
HIGH SCHOOL IN EVALUATING TEACHER "B" USING TEACHER  
EVALUATION QUESTIONNAIRE, MAY, 1969

QUESTION (1-4 = LOW TO HIGH)	RESPONSE			
	1	2	3	4
1. Personal appearance	6	6	<u>48</u>	34
2. Effective use of teaching aids if they are needed/or applicable. (Movies, overhead projector, blackboard, charts, etc.)	4	14	34	<u>42</u>
3. Teacher on time to class	2	7	38	<u>48</u>
4. Teacher control of class	2	5	<u>45</u>	<u>43</u>
5. Apparent knowledge of classroom material	2	5	32	<u>56</u>
6. Adequacy of daily classroom preparation	1	4	42	<u>48</u>
7. Allows sufficient time for discussion	3	11	<u>41</u>	39
8. Apparent knowledge of current events affecting class material	3	17	<u>47</u>	28
9. Teacher's ability to generate and hold interest in classroom	5	17	<u>50</u>	23
10. Teacher encouragement of student participation	3	9	<u>51</u>	32
11. Teacher availability to student outside of classroom	1	9	<u>45</u>	40
12. Teacher speech (as to clarity and distinction.)	1	3	<u>41</u>	50
13. Teacher encouragement of students to formulate their own ideas and views of subject matter	1	14	<u>47</u>	32
14. Ability to explain difficult concepts	2	14	38	<u>40</u>
15. Ability to lecture	1	25	<u>41</u>	<u>28</u>
16. How well were tests designed to make students think rather than just to reproduce factual knowledge?	2	15	38	<u>40</u>
17. How well did tests cover lectures, text, and outside readings?	3	22	27	<u>43</u>
18. Allows sufficient time to complete test	2	6	33	<u>54</u>



TABLE V (continued)

QUESTION (1-4 = LOW TO HIGH)	RESPONSE			
	1	2	3	4
19. Hands back tests promptly	2	11	<u>41</u>	<u>41</u>
20. Willingness to try new and different ways of teaching	7	29	<u>40</u>	19
21. Has a sincere interest in students and wants to help them	1	5	<u>48</u>	40
22. Is enthusiastic and instills enthusiasm	2	23	<u>51</u>	18
23. Has a sense of humor	4	26	<u>47</u>	17
24. Is fair in discipline	3	6	<u>39</u>	<u>46</u>
25. Is fair in grading	4	7	<u>32</u>	<u>52</u>
26. Is poised and confident	1	13	<u>46</u>	<u>35</u>
27. Is courteous and tactful	1	13	<u>40</u>	<u>41</u>
28. Speaks with self-confidence	1	6	<u>48</u>	<u>40</u>
29. Overall ranking of teacher	3	7	<u>40</u>	<u>41</u>
Total	73	349	1210	1090
Total Expression in Per cent	2.68	12.82	44.45	40.05

The tenth graders indicated by their responses to questions 15, 20, 22 and 23 some felt weakness in teacher B in the areas of humor, enthusiasm, ability to lecture and willingness to try new ways of teaching. As was true of their evaluation of teacher A, the tenth graders were somewhat more critical of teacher B than eighth graders.

Twelfth grade evaluation. A total of eighty-four seniors completed evaluation forms for teacher B. Their responses are recorded in Table VI. Eighty-four per cent of them rated teacher B in categories 3 and 4. Eleven of the most frequent responses fell in category 4. The mean response to all questions was 3.22.

TABLE VI

RESPONSES OF TWELFTH GRADE STUDENTS IN KNOXVILLE SENIOR  
HIGH SCHOOL IN EVALUATING TEACHER "B" USING TEACHER  
EVALUATION QUESTIONNAIRE, MAY, 1969

QUESTION (1-4 = LOW TO HIGH)	RESPONSE			
	1	2	3	4
1. Personal appearance	1	25	<u>41</u>	16
2. Effective use of teaching aids if they are needed/or applicable. (Movies, overhead projector, blackboard, charts, etc.)	1	5	25	<u>52</u>
3. Teacher on time to class		2	18	<u>62</u>
4. Teacher control of class		1	37	<u>45</u>
5. Apparent knowledge of classroom material			30	<u>52</u>
6. Adequacy of daily classroom preparation	1	3	32	<u>46</u>
7. Allows sufficient time for discussion		11	<u>42</u>	30
8. Apparent knowledge of current events affecting class material	5	14	<u>44</u>	20
9. Teacher's ability to generate and hold interest in classroom	2	16	<u>53</u>	13
10. Teacher encouragement of student participation		14	<u>46</u>	24
11. Teacher availability to student outside of classroom	1	13	<u>43</u>	27
12. Teacher speech (as to clarity and distinction.)	2	7	31	<u>44</u>
13. Teacher encouragement of students to formulate their own ideas and view of subject matter	3	14	<u>43</u>	24
14. Ability to explain difficult concepts	2	14	<u>36</u>	32
15. Ability to lecture	1	18	<u>36</u>	28
16. How well were tests designed to make students think rather than just to reproduce factual knowledge?	3	19	22	<u>40</u>
17. How well did tests cover lectures, text, and outside readings?	1	15	<u>35</u>	33
18. Allows sufficient time to complete test		5	29	<u>50</u>

TABLE VI (continued)

QUESTION (1-4 = LOW TO HIGH)	RESPONSE			
	1	2	3	4
19. Hands back tests promptly	2	4	36	<u>40</u>
20. Willingness to try new and different ways of teaching	7	29	<u>33</u>	14
21. Has a sincere interest in students and wants to help them	3	8	<u>37</u>	35
22. Is enthusiastic and instills enthusiasm	4	29	<u>42</u>	7
23. Has a sense of humor	4	<u>33</u>	<u>33</u>	14
24. Is fair in discipline	1	<u>6</u>	<u>45</u>	32
25. Is fair in grading	1	4	<u>32</u>	<u>47</u>
26. Is poised and confident	1	9	<u>40</u>	<u>34</u>
27. Is courteous and tactful	1	7	<u>45</u>	31
28. Speaks with self-confidence	1	7	<u>37</u>	<u>38</u>
29. Overall ranking of teacher	2	10	<u>36</u>	35
Total	50	342	1059	965
Total Expression in Per cent	2.07	14.16	43.83	39.94

Seniors gave low ratings to teacher B in their responses to questions 20, 22 and 23. Lack of a sense of humor and lack of enthusiasm were indicated as weaknesses by all three classes as indicated in the answers to questions 22 and 23. Tenth and twelfth graders both indicated this teacher's willingness to try new things as a weakness (question 20).

Although the continuity is less than for teacher A, there seems to be some consistency between all three classes in identifying areas of felt weakness.

## V. THE RESULTS OF THE EVALUATION OF TEACHER C

Eighth grade evaluations. Teacher C was evaluated by 120 eighth grade students. Eighty-five per cent of these students rated the teacher in categories 3 and 4. Eighteen of the most frequent responses were in category 4, as is indicated by the underscored numbers in Table VII. The mean response to all questions was 3.28.

Teacher C's lowest rating as observed by eighth graders (question 20) was lack of willingness to try new and different ways of teaching. There were several other areas with some low ratings but this was by far the most obvious area of felt weakness.

Tenth grade evaluations. As has been true with teachers A and B, the sophomores were the most critical in their responses to teacher C. Of the 114 tenth grade students completing the evaluations, seventy-one per cent rated teacher C in the top two categories. As Table VIII indicates, only three of the most frequent responses fell in category 4. The mean response to all questions was 2.89, which was the lowest of all evaluations.

Several areas were given relatively low ratings by the sophomore's but question 20 had the highest number of responses in categories 1 and 2. This was consistent with the eighth grade evaluations.

TABLE VII

RESPONSES OF EIGHTH GRADE STUDENTS IN KNOXVILLE JUNIOR  
HIGH SCHOOL IN EVALUATING TEACHER "C" USING TEACHER  
EVALUATION QUESTIONNAIRE, MAY, 1969

QUESTION (1-4 = LOW TO HIGH)	RESPONSE			
	1	2	3	4
1. Personal appearance	1	3	16	<u>92</u>
2. Effective use of teaching aids if they are needed/or applicable. (Movies, over-head projector, blackboard, charts, etc.)	1	13	<u>69</u>	38
3. Teacher on time to class	1	1	<u>55</u>	<u>61</u>
4. Teacher control of class	1	2	52	<u>64</u>
5. Apparent knowledge of classroom material	1	4	18	<u>97</u>
6. Adequacy of daily classroom preparation	1	2	33	<u>84</u>
7. Allows sufficient time for discussion	3	20	<u>61</u>	37
8. Apparent knowledge of current events affecting class material	7	25	<u>63</u>	26
9. Teacher's ability to generate and hold interest in classroom	7	25	<u>54</u>	35
10. Teacher encouragement of student participation	1	13	39	<u>67</u>
11. Teacher availability to student outside of classroom	1	3	55	<u>61</u>
12. Teacher speech (as to clarity and distinction.)	2	10	44	<u>64</u>
13. Teacher encouragement of students to formulate their own ideas and views of subject matter	6	22	<u>62</u>	31
14. Ability to explain difficult concepts	4	26	<u>50</u>	40
15. Ability to lecture	2	19	<u>31</u>	<u>67</u>
16. How well were tests designed to make students think rather than just to reproduce factual knowledge?	4	27	<u>47</u>	42
17. How well did tests cover lectures, text, and outside readings?	2	17	44	<u>57</u>
18. Allows sufficient time to complete test.	2	5	29	<u>84</u>

TABLE VII (continued)

QUESTION (1-4 = LOW TO HIGH)	RESPONSE			
	1	2	3	4
19. Hands back tests promptly	7	26	<u>63</u>	25
20. Willingness to try new and different ways of teaching	19	<u>52</u>	35	15
21. Has a sincere interest in students and wants to help them	4	5	41	<u>69</u>
22. Is enthusiastic and instills enthusiasm	5	23	<u>68</u>	25
23. Has a sense of humor	7	20	<u>52</u>	41
24. Is fair in discipline	8	16	<u>34</u>	<u>63</u>
25. Is fair in grading	2	4	36	<u>79</u>
26. Is poised and confident	3	6	47	<u>63</u>
27. Is courteous and tactful	8	13	40	<u>59</u>
28. Speaks with self-confidence	3	4	44	<u>69</u>
29. Overall ranking of teacher	3	8	43	<u>62</u>
Total	116	416	1325	1625
Total Expression in Per Cent	3.33	11.95	38.05	46.67

TABLE VIII

RESPONSES OF TENTH GRADE STUDENTS IN KNOXVILLE SENIOR  
HIGH SCHOOL IN EVALUATING TEACHER "C" USING TEACHER  
EVALUATION QUESTIONNAIRE, MAY, 1969

QUESTION (1-4 = LOW TO HIGH)	RESPONSE			
	1	2	3	4
1. Personal appearance	9	12	45	<u>48</u>
2. Effective use of teaching aids if they are needed/or applicable. (Movies, overhead projector, blackboard, charts, etc.)	12	23	<u>54</u>	25
3. Teacher on time to class	9	11	<u>57</u>	37
4. Teacher control of class	8	12	<u>54</u>	40
5. Apparent knowledge of classroom material	6	2	<u>55</u>	50
6. Adequacy of daily classroom preparation	8	11	<u>53</u>	42
7. Allows sufficient time for discussion	12	<u>41</u>	<u>41</u>	20
8. Apparent knowledge of current events affecting class material	12	19	<u>53</u>	29
9. Teacher's ability to generate and hold interest in classroom	14	31	<u>49</u>	20
10. Teacher encouragement of student participation	8	22	<u>54</u>	30
11. Teacher availability to student outside of classroom	13	26	<u>47</u>	28
12. Teacher speech (as to clarity and distinction.)	9	13	34	<u>58</u>
13. Teacher encouragement of students to formulate their own ideas and views of subject matter	10	23	<u>60</u>	21
14. Ability to explain difficult concepts	10	37	<u>39</u>	28
15. Ability to lecture	6	38	<u>40</u>	30
16. How well were tests designed to make students think rather than just to reproduce factual knowledge?	12	25	<u>45</u>	31
17. How well did tests cover lectures, text, and outside readings?	6	28	<u>47</u>	32
18. Allows sufficient time to complete test	7	13	<u>48</u>	46

TABLE VIII (continued)

QUESTION (1-4 = LOW TO HIGH)	RESPONSE			
	1	2	3	4
19. Hands back tests promptly	10	16	<u>52</u>	36
20. Willingness to try new and different ways of teaching	20	<u>46</u>	32	16
21. Has a sincere interest in students and wants to help them	16	13	<u>54</u>	31
22. Is enthusiastic and instills enthusiasm	12	29	<u>48</u>	25
23. Has a sense of humor	20	<u>40</u>	<u>33</u>	21
24. Is fair in discipline	18	<u>23</u>	<u>52</u>	21
25. Is fair in grading	14	12	<u>57</u>	31
26. Is poised and confident	13	16	<u>47</u>	38
27. Is courteous and tactful	14	21	<u>38</u>	<u>41</u>
28. Speaks with self-confidence	11	14	<u>49</u>	<u>40</u>
29. Overall ranking of teacher	14	25	<u>46</u>	27
Total	323	642	1383	942
Total Expression in Per cent	9.82	19.51	42.04	28.63

Twelfth grade evaluation. Fifty-nine seniors evaluated teacher C. The results of their evaluation is found in Table IX. Eighty-seven per cent of them rated the teacher in the top two categories, but only three of the most frequent responses fell in category 4. The mean response to all questions was 3.04.

Teacher C's willingness to try new and different ways of teaching (question 20) was obviously the weak area as observed by seniors.

It was again apparent that students, both present and past, tend to observe the same weaknesses in a teacher. There seems to be some variance between classes as to the areas of strength, however.



TABLE IX

RESPONSES OF TWELFTH GRADE STUDENTS IN KNOXVILLE SENIOR  
HIGH SCHOOL IN EVALUATING TEACHER "C" USING TEACHER  
EVALUATION QUESTIONNAIRE, MAY, 1969

QUESTION (1-4 = LOW TO HIGH)	RESPONSE			
	1	2	3	4
1. Personal appearance		2	<u>34</u>	22
2. Effective use of teaching aids if they are needed/or applicable. (Movies, overhead projector, blackboard, charts, etc.)		18	<u>28</u>	12
3. Teacher on time to class		3	<u>25</u>	<u>30</u>
4. Teacher control of class	1	6	<u>31</u>	20
5. Apparent knowledge of classroom material		2	25	<u>30</u>
6. Adequacy of daily classroom preparation	1		<u>30</u>	27
7. Allows sufficient time for discussion	1	13	<u>25</u>	20
8. Apparent knowledge of current events affecting class material	3	11	<u>30</u>	15
9. Teacher's ability to generate and hold interest in classroom	4	16	<u>31</u>	8
10. Teacher encouragement of student participation	1	12	<u>31</u>	15
11. Teacher availability to student outside of classroom		14	<u>29</u>	15
12. Teacher speech (as to clarity and distinction)	2	2	<u>26</u>	29
13. Teacher encouragement of students to formulate their own ideas and views of subject matter	3	15	<u>31</u>	10
14. Ability to explain difficult concepts	2	22	<u>24</u>	11
15. Ability to lecture	3	<u>20</u>	<u>17</u>	19
16. How well were tests designed to make students think rather than just to reproduce factual knowledge?	9	17	<u>22</u>	11
17. How well did tests cover lectures, text, and outside reading?	1	18	<u>23</u>	17
18. Allows sufficient time to complete test	2	4	<u>29</u>	24

TABLE IX (continued)

QUESTION (1-4 = LOW TO HIGH)	RESPONSE			
	1	2	3	4
19. Hands back tests promptly	1	11	29	17
20. Willingness to try new and different ways of teaching	15	<u>18</u>	17	9
21. Has a sincere interest in students and wants to help them		7	<u>27</u>	24
22. Is enthusiastic and instills enthusiasm	5	17	<u>25</u>	11
23. Has a sense of humor	3	17	<u>29</u>	9
24. Is fair in discipline	1	17	<u>23</u>	17
25. Is fair in grading	1	9	<u>29</u>	20
26. Is poised and confident	3	10	<u>27</u>	19
27. Is courteous and tactful	1	8	<u>29</u>	20
28. Speaks with self-confidence	1	6	<u>31</u>	19
29. Overall ranking of teacher	1	13	<u>26</u>	13
Total	65	328	783	531
Total Expression in Per cent	3.81	19.21	45.87	31.11

#### VI. THE RESULTS OF THE PRINCIPAL'S EVALUATIONS OF TEACHERS A, B, AND C

The Junior High School Principal evaluated the subject teachers using the same Teacher Evaluation Questionnaire that was used by students. The results of these evaluations are found in Tables X, XI and XII. The mean responses were 3.34 for teacher A, 3.79 for teacher B, and 3.28 for teacher C.

It should be noted that the only responses given in the number 2 category were given to teachers A and C on question 20. These teachers were given low ratings by the students on this question, also.

TABLE X

RESPONSES OF THE JUNIOR HIGH PRINCIPAL IN KNOXVILLE  
JUNIOR HIGH SCHOOL IN EVALUATING TEACHER "A"  
USING TEACHER EVALUATION QUESTIONNAIRE,  
MAY, 1969

QUESTION (1-4= LOW TO HIGH)	RESPONSE			
	1	2	3	4
1. Personal appearance				x
2. Effective use of teaching aids if they are needed/or applicable. (Movies, overhead projector, blackboard, charts, etc.)			x	
3. Teacher on time to class				x
4. Teacher control of class				x
5. Apparent knowledge of classroom material				x
6. Adequacy of daily classroom preparation				x
7. Allows sufficient time for discussion			x	
8. Apparent knowledge of current events affecting class material				x
9. Teacher's ability to generate and hold interest in classroom			x	
10. Teacher encouragement of student participation			x	
11. Teacher availability to student outside of classroom				x
12. Teacher speech (as to clarity and distinction)				x
13. Teacher encouragement of students to formulate their own ideas and views of subject matter			x	
14. Ability to explain difficult concepts			x	
15. Ability to lecture				x
16. How well were tests designed to make students think rather than just to reproduce factual knowledge?			x	
17. How well did tests cover lectures, text, and outside readings?			x	
18. Allows sufficient time to complete test			x	

TABLE X (continued)

QUESTION	RESPONSE			
	1	2	3	4
19. Hands back tests promptly			x	
20. Willingness to try new and different ways of teaching		x		
21. Has a sincere interest in students and wants to help them			x	
22. Is enthusiastic and instills enthusiasm			x	
23. Has a sense of humor			x	
24. Is fair in discipline			x	
25. Is fair in grading			x	
26. Is poised and confident				x
27. Is courteous and tactful			x	
28. Speaks with self-confidence				x
29. Overall ranking of teacher			x	
Total	1	17	11	
Total Expression in Per cent	3.45	58.62	37.93	

TABLE XI

RESPONSES OF THE JUNIOR HIGH PRINCIPAL IN KNOXVILLE  
JUNIOR HIGH SCHOOL IN EVALUATING TEACHER "B"  
USING TEACHER EVALUATION QUESTIONNAIRE,  
MAY, 1969

QUESTION (1-4 = LOW TO HIGH)	RESPONSE			
	1	2	3	4
1. Personal appearance				x
2. Effective use of teaching aids if they are needed/or applicable. (Movies, overhead projector, blackboard, charts, etc.)				x
3. Teacher on time to class				x
4. Teacher control of class				x
5. Apparent knowledge of classroom material				x
6. Adequacy of daily classroom preparation			x	
7. Allows sufficient time for discussion				x
8. Apparent knowledge of current events affecting class material				x
9. Teacher's ability to generate and hold interest in classroom				x
10. Teacher encouragement of student participation				x
11. Teacher availability to student outside of classroom				x
12. Teacher speech (as to clarity and distinction)				x
13. Teacher encouragement of students to formulate their own ideas and views of subject matter				x
14. Ability to explain difficult concepts				x
15. Ability to lecture				x
16. How well were tests designed to make students think rather than just to reproduce factual knowledge?				x
17. How well did tests cover lectures, text, and outside readings?			x	

TABLE XI (continued)

QUESTION (1-4 = LOW TO HIGH)	RESPONSE			
	1	2	3	4
18. Allows sufficient time to complete test			x	
19. Hands back tests promptly			x	
20. Willingness to try new and different ways of teaching				x
21. Has a sincere interest in students and wants to help them				x
22. Is enthusiastic and instills enthusiasm				x
23. Has a sense of humor			x	
24. Is fair in discipline			x	
25. Is fair in grading				x
26. Is poised and confident				x
27. Is courteous and tactful				x
28. Speaks with self-confidence				x
29. Overall ranking of teacher				x
Total			6	23
Total Expression in Per cent			20.69	79.31

TABLE XII

RESPONSES OF THE JUNIOR HIGH PRINCIPAL IN KNOXVILLE  
JUNIOR HIGH SCHOOL IN EVALUATING TEACHER "C"  
USING TEACHER EVALUATION QUESTIONNAIRE,  
MAY, 1969

QUESTION (1-4 = LOW TO HIGH)	RESPONSE			
	1	2	3	4
1. Personal appearance				x
2. Effective use of teaching aids if they are needed/or applicable. (Movies, overhead projector, blackboard, charts, etc.)			x	
3. Teacher on time to class				x
4. Teacher control of class				x
5. Apparent knowledge of classroom material			x	
6. Adequacy of daily classroom preparation			x	
7. Allows sufficient time for discussion			x	
8. Apparent knowledge of current events affecting class material			x	
9. Teacher's ability to generate and hold interest in classroom				x
10. Teacher encouragement of student participation			x	
11. Teacher availability to student outside of classroom				x
12. Teacher speech (as to clarity and distinction)			x	
13. Teacher encouragement of students to formulate their own ideas and views of subject matter			x	
14. Ability to explain difficult concepts			x	
15. Ability to lecture				x
16. How well were tests designed to make students think rather than just to reproduce factual knowledge?			x	
17. How well did tests cover lectures, text, and outside readings?			x	

TABLE XII (continued)

QUESTION (1-4 = LOW TO HIGH)	RESPONSE			
	1	2	3	4
18. Allows sufficient time to complete test				x
19. Hands back tests promptly			x	
20. Willingness to try new and different ways of teaching		x		
21. Has a sincere interest in students and wants to help them			x	
22. Is enthusiastic and instills enthusiasm			x	
23. Has a sense of humor			x	
24. Is fair in discipline				x
25. Is fair in grading				x
26. Is poised and confident				x
27. Is courteous and tactful			x	
28. Speaks with self-confidence				x
29. Overall ranking of teacher			x	
Total	1	16	12	
Total Expression in Per cent	3.45	55.17	41.38	

In general, the Principal evaluated the three teachers higher than the students. Teacher B received a considerably higher rating by the Principal than by students.

#### VII. THE RESULTS OF THE SELF EVALUATIONS OF TEACHERS A, B, AND C

Each of the subject teachers evaluated himself (or herself) using the Teacher Evaluation Questionnaire. The results of their evaluations are found in Tables XIII, XIV, and XV. The mean responses were: 3.82 for teacher A, 3.10 for teacher B, and 3.55 for teacher C.



TABLE XIII

RESPONSES OF TEACHER "A" IN KNOXVILLE JUNIOR HIGH SCHOOL  
IN SELF EVALUATION, MAY, 1969

QUESTION (1-4 = LOW TO HIGH)	RESPONSE			
	1	2	3	4
1. Personal appearance			x	
2. Effective use of teaching aids if they are needed/or applicable. (Movies, overhead projector, blackboard, charts, etc.)				x
3. Teacher on time to class			x	
4. Teacher control of class				x
5. Apparent knowledge of classroom material				x
6. Adequacy of daily classroom preparation				x
7. Allows sufficient time for discussion				x
8. Apparent knowledge of current events affecting class material				x
9. Teacher's ability to generate and hold interest in classroom				x
10. Teacher encouragement of student participation				x
11. Teacher availability to student outside of classroom				x
12. Teacher speech (as to clarity and distinction)				x
13. Teacher encouragement of students to formulate their own ideas and views of subject matter				x
14. Ability to explain difficult concepts				x
15. Ability to lecture				x
16. How well were tests designed to make students think rather than just to reproduce factual knowledge?			x	
17. How well did tests cover lectures, text, and outside readings?				x
18. Allows sufficient time to complete test				x

TABLE XIII (continued)

QUESTION (1-4 = LOW TO HIGH)	RESPONSE			
	1	2	3	4
19. Hands back tests promptly				x
20. Willingness to try new and different ways of teaching			x	
21. Has a sincere interest in students and wants to help them				x
22. Is enthusiastic and instills enthusiasm			x	
23. Has a sense of humor				x
24. Is fair in discipline				x
25. Is fair in grading				x
26. Is poised and confident				x
27. Is courteous and tactful				x
28. Speaks with self-confidence				x
29. Overall ranking of teacher				x
Total			5	24
Total expressed in per cent			17.24	82.76

TABLE XIV

RESPONSES OF TEACHER "B" IN KNOXVILLE JUNIOR HIGH SCHOOL  
IN SELF EVALUATION, MAY, 1969

QUESTION (1-4 = LOW TO HIGH)	RESPONSE			
	1	2	3	4
1. Personal appearance			x	
2. Effective use of teacher aids if they are needed/or applicable. (Movies, overhead projector, blackboard, charts, etc.)			x	
3. Teacher on time to class			x	
4. Teacher control of class			x	
5. Apparent knowledge of classroom material			x	
6. Adequacy of daily classroom preparation			x	
7. Allows sufficient time for discussion			x	
8. Apparent knowledge of current events affecting class material			x	
9. Teacher's ability to generate and hold interest in classroom			x	
10. Teacher encouragement of student participation			x	
11. Teacher availability to student outside of classroom			x	
12. Teacher speech (as to clarity and distinction)			x	
13. Teacher encouragement of students to formulate their own ideas and views of subject matter			x	
14. Ability to explain difficult concepts			x	
15. Ability to lecture			x	
16. How well were tests designed to make students think rather than just to reproduce factual knowledge?			x	
17. How well did tests cover lectures, text, and outside readings?			x	
18. Allows sufficient time to complete test				x

TABLE XIV (continued)

QUESTION (1-4 = LOW TO HIGH)	RESPONSE			
	1	2	3	4
19. Hands back tests promptly				x
20. Willingness to try new and different ways of teaching			x	
21. Has a sincere interest in students and wants to help them			x	
22. Is enthusiastic and instills enthusiasm			x	
23. Has a sense of humor			x	
24. Is fair in discipline			x	
25. Is fair in grading			x	
26. Is poised and confident			x	
27. Is courteous and tactful			x	
28. Speaks with self-confidence			x	
29. Overall ranking of teacher				x
Total			26	3
Total expressed in per cent			89.65	10.35

TABLE XV

RESPONSES OF TEACHER "C" IN KNOXVILLE JUNIOR HIGH SCHOOL  
IN SELF EVALUATION, MAY, 1969

QUESTION (1-4 = LOW TO HIGH)	RESPONSE			
	1	2	3	4
1. Personal appearance			x	
2. Effective use of teaching aids if they are needed/or applicable. (Movies, overhead projector, blackboard, charts, etc.)				x
3. Teacher on time to class			x	
4. Teacher control of class				x
5. Apparent knowledge of classroom material				x
6. Adequacy of daily classroom preparation				x
7. Allows sufficient time for discussion			x	
8. Apparent knowledge of current events affecting class material			x	
9. Teacher's ability to generate and hold interest in classroom			x	
10. Teacher encouragement of student participation				x
11. Teacher availability to student outside of classroom			x	
12. Teacher speech (as to clarity and distinction)				x
13. Teacher encouragement of students to formulate their own ideas and views of subject matter				x
14. Ability to explain difficult concepts				x
15. Ability to lecture			x	
16. How well were tests designed to make students think rather than just to reproduce factual knowledge?				x
17. How well did tests cover lectures, text, and outside readings?				x
18. Allows sufficient time to complete test			x	

TABLE XV (continued)

QUESTION (1-4 = LOW TO HIGH)	RESPONSE			
	1	2	3	4
19. Hands back tests promptly			x	
20. Willingness to try new and different ways of teaching				x
21. Has a sincere interest in students and wants to help them				x
22. Is enthusiastic and instills enthusiasm				x
23. Has a sense of humor			x	
24. Is fair in discipline				x
25. Is fair in grading				x
26. Is poised and confident			x	
27. Is courteous and tactful			x	
28. Speaks with self-confidence				x
29. Overall ranking of teacher			x	
Total			13	16
Total expressed in per cent			44.82	55.18

It should be noted that all of the teacher responses fell in categories 3 and 4. Teachers A and C rated themselves somewhat higher than either the Principal or students. Teacher B's self evaluation was somewhat lower than the students and considerably lower than that of the Principal.

#### VIII. COMPARISONS OF STUDENT, PRINCIPAL AND TEACHER EVALUATIONS

Several comparisons were made between the total scores, the percentage scores, the median scores and certain individual question scores.

The totals of the student evaluations in each grade, 8, 10, and 12, and the total of each teacher self evaluation and that of the Principal for each teacher were tested by using the chi-square test of independence. A composite of these totals plus the contribution of each cell and the value of chi-square for the entire table is found in Appendix B.<sup>1</sup>

Using the table of critical values of chi-square, it was determined that if the samples were from populations which were in fact equal in their ratings of teachers, such a large value of chi-square would be obtained by chance less than once in a thousand times. Thus, the idea of the populations being equal is rejected.

Another interesting comparison is a comparison of the mean responses to all questions of students, Principal and teachers as is shown in Table XVI. The similarities

TABLE XVI

TOTAL MEAN RESPONSES OF ALL EVALUATIONS OF THREE  
EIGHTH GRADE TEACHERS IN KNOXVILLE JUNIOR  
HIGH SCHOOL, MAY, 1969

	TEACHER		
	A	B	C
Eighth Grade	3.35	3.26	3.28
Tenth Grade	3.09	3.21	2.89
Twelfth Grade	3.24	3.22	3.04
Principal	3.34	3.79	3.38
Teacher	3.82	3.10	3.55

<sup>1</sup>See Appendix B

expressed in this way are obvious. There is a very close agreement between the mean scores given teacher B by grades 8, 10 and 12.

Question 29 was a key question in the evaluation in that it indicated an overall ranking of the teacher. In Table XVII, the most frequent response to question 29 for the students was compared to the teacher and Principal

TABLE XVII

OVERALL RATING OF THREE TEACHERS AT KNOXVILLE JUNIOR  
HIGH SCHOOL AS INDICATED BY QUESTION 29 IN THE  
TEACHER EVALUATION QUESTIONNAIRE  
MAY, 1969

	TEACHER		
	A	B	C
Eighth Grade	Excellent	Excellent	Excellent
Tenth Grade	Good	Excellent	Good
Twelfth Grade	Excellent	Good	Good
Principal	Good	Excellent	Good
Teacher Self Evaluation	Excellent	Excellent	Good

responses. There appeared to be consistency in the evaluations of teachers B and C, but not of teacher A. It should be noted that 36 of the twelfth graders rated teacher B excellent and 35 of them gave a rating of good. If one more student had rated teacher B as excellent, there would have been a total agreement in the over-all evaluation of this teacher.



## CHAPTER IV

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### I. SUMMARY OF TECHNIQUE

This study was conducted in order to collect information on the consistency of student evaluations of teachers and to compare their evaluations with those of administration and the self evaluation of teachers. This entire study was conducted using personnel and students of the Knoxville Community Schools.

Three eighth grade teachers were chosen as subjects. They were evaluated by their present eighth grade students; by the tenth grade students who were students of the subject teachers as eighth graders; and by the twelfth grade students who were also students of the subject teachers as eighth graders. The Junior High School Principal evaluated the subject teachers using the same "Teacher Evaluation Questionnaire" as the students. The three teachers evaluated themselves using the same form.

The "Teacher Evaluation Questionnaire" contained twenty-nine questions. There were four possible responses for each question (1-4 = low to high). In this study, the totals for each response, by class, for each teacher were compared as well as the totals of the principal and

teacher self evaluations. Each of the totals was expressed as a percentage and compared. The mean response was determined for each class for each teacher. These were compared to the Principal evaluations and the teacher self evaluations. The principal and teacher values were also compared.

## II. CONCLUSIONS

Based on the review of the literature, the following may be concluded:

1. Student evaluation and student feedback is probably the most effective way of changing teacher behavior.
2. Students are consistent in their ideas as to the traits of a good teacher.
3. Grades of the student, sex of the student or teacher, popularity of the teacher, or difficulty of the course have little or no relationship to student ratings of teachers.

Based on the study of the three Knoxville Junior High School teachers, the following conclusions are drawn:

1. Students that are presently attending a teacher's class tend to rate that teacher higher than do those students who were enrolled two and four years previously.
2. Students, both past and present, tend to be

## BIBLIOGRAPHY

consistent in their ratings of teachers, particularly in the areas where low ratings are given.

3. Tenth grade students tend to rate teachers lower than eighth or twelfth grade students.
4. Principals tend to rate teachers slightly higher than do students.
5. Teachers tend to rate themselves higher than either students or Principal. (Two of the three rated themselves higher than the Principal and students in this study.)

### III. RECOMMENDATIONS

It would be the recommendation of this writer that further studies be made in the following areas:

1. The development of an effective and valid teacher evaluation instrument to be used by students at the secondary level.
2. Continued research as to the effectiveness of student evaluations.

It would be further recommended that student evaluations of teachers become an integral part of the teacher evaluation program. This evaluation should be used by teachers primarily as a self-analysis, not as an administrative tool.

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## APPENDIXES

## APPENDIX A

### TEACHER EVALUATION QUESTIONNAIRE

Teacher \_\_\_\_\_ Class \_\_\_\_\_  
Year in School \_\_\_\_\_

#### INSTRUCTIONS (Read Carefully)

The following is a teacher evaluation. Its purpose is to help evaluate the teaching abilities of the Knoxville faculty. The results will be used by faculty members to help increase their teaching skills.

The evaluation is scored by circling a number from one through four to indicate your scoring of a teacher on a particular teaching aspect.

Please consider each question carefully and by itself. Do not change the scoring of one answer simply because of the way in which you have scored a different question. All information and answers will be kept in the strictest confidence. Since your name does not appear on this sheet, your identity will not be known.

Finally, it is extremely important that the student take this questionnaire seriously. For the instrument to be of any value.

- |   |        | somewhat | usually  |        |
|---|--------|----------|----------|--------|
| 1. Personal appearance.   | sloppy | sloppy   | neat     | neat   |
| 2. Effective use of teaching aids if they are needed/or applicable.<br>(Movies, overhead projector, blackboard, charts, etc.) | never  | seldom   | usually  | always |
| 3. Teacher on time to class.  | never  | seldom   | usually  | always |
| 4. Teacher control of class.  | none   | little   | adequate | great  |
| 5. Apparent knowledge of classroom material.  | none   | little   | adequate | great  |



- |     |  |                    |                             |               |            |
|-----|--|--------------------|-----------------------------|---------------|------------|
| 6.  | Adequacy of daily classroom preparation.   | none               | little                      | adequate      | great      |
| 7.  | Allows sufficient time for discussion.   | never              | occasionally                | usually       | always     |
| 8.  | Apparent knowledge of current events affecting class   | none               | little                      | adequate      | great      |
| 9.  | Teacher's ability to generate and hold interest in classroom.  | none               | little                      | adequate      | great      |
| 10. | Teacher encouragement of student participation.  | none               | little                      | adequate      | great      |
| 11. | Teacher availability to student outside of classroom   | never              | occasionally                | usually       | always     |
| 12. | Teacher speech (as to clarity and distinction)   | hard to understand | somewhat hard to understand | adequate      | very clear |
| 13. | Teacher encouragement of students to formulate their own ideas and views of subject matter.          | none               | little                      | adequate      | great      |
| 14. | Ability to explain difficult concepts.   | poor               | average                     | above average | excellent  |
| 15. | Ability to lecture.  | poor               | average                     | above average | excellent  |
| 16. | How well were tests designed to make students think rather than just to reproduce factual knowledge? | poor               | average                     | above average | excellent  |
| 17. | How well did tests cover lectures, text, and outside readings?                                       | poor               | average                     | above average | excellent  |

18.	Allows sufficient time to complete test.	never	occasionally	usually	always
19.	Hands back tests promptly.	never	occasionally	usually	always
20.	Willingness to try new and different ways of teaching.	poor	average	above average	excellent
21.	Has a sincere interest in students and wants to help them.	none	little	adequate	great
22.	Is enthusiastic and instills enthusiasm.	never	little	adequate	great
23.	Has a sense of humor.	none	little	adequate	great
24.	Is fair in discipline.	never	occasionally	usually	always
25.	Is fair in grading.	never	occasionally	usually	always
26.	Is poised and confident	never	occasionally	usually	always
27.	Is courteous and tactful	never	occasionally	usually	always
28.	Speaks with self-confidence	never	occasionally	usually	always
29.	Overall ranking of teacher	below average	average	good	excellent

General Comments:

## APPENDIX B

TOTALS OF ALL RESPONSES USING THE TEACHER EVALUATION  
QUESTIONNAIRE TO EVALUATE TEACHER "A", KNOXVILLE  
JUNIOR HIGH SCHOOL, MAY, 1969

RATERS	RATINGS			TOTALS
	1 and 2	3	4	
Eighth Grade Students	401	1,119	1,575	3,095
Tenth Grade Students	718	1,177	1,210	3,105
Twelfth Grade Students	311	784	839	1,934
Principal	1	17	11	29
Teacher	1	16	12	29
Totals	1,432	3,113	3,647	8,192

CHI-SQUARE VALUES OF TOTAL RESPONSES IN KNOXVILLE JUNIOR  
HIGH SCHOOL IN EVALUATION OF TEACHER "A", MAY, 1969

RATERS	RATINGS		
	1 and 2	3	4
Eighth Grade Students	36.23	2.76	28.16
Tenth Grade Students	56.40	.008	21.24
Twelfth Grade Students	2.16	3.27	.56
Principal	3.20	3.27	.31
Teacher	3.20	2.27	.08
Totals	101.19	11.578	50.35

TOTALS OF ALL RESPONSES USING THE TEACHER EVALUATION  
QUESTIONNAIRE TO EVALUATE TEACHER "B", KNOXVILLE  
JUNIOR HIGH SCHOOL, MAY, 1969

RATERS	RATINGS			TOTALS
	1 and 2	3	4	
Eighth Grade Students	516	1,238	1,493	3,247
Tenth Grade Students	422	1,210	1,090	2,722
Twelfth Grade Students	392	1,059	965	2,416
Principal		6	23	29
Teacher		26	3	29
Totals	1,330	3,539	3,574	8,443

CHI-SQUARE VALUES OF TOTAL RESPONSES IN KNOXVILLE JUNIOR  
HIGH SCHOOL IN EVALUATION OF TEACHER "B", MAY, 1969

RATERS	RATINGS		
	1 and 2	3	4
Eighth Grade Students	.05	11.12	10.13
Tenth Grade Students	.08	4.05	3.34
Twelfth Grade Students	.32	2.08	3.18
Principal	5.00	3.00	10.08
Teacher	5.00	16.33	6.75
Totals	10.45	36.58	33.48

TOTALS OF ALL RESPONSES USING THE TEACHER EVALUATION  
QUESTIONNAIRE TO EVALUATE TEACHER "C", KNOXVILLE  
JUNIOR HIGH SCHOOL, MAY, 1969

RATERS	RATINGS			TOTALS
	1 and 2	3	4	
Eighth Grade Students	532	1,325	1,625	3,482
Tenth Grade Students	965	1,383	942	3,290
Twelfth Grade Students	393	783	531	1,707
Principal	1	16	12	29
Teacher	0	13	16	29
Totals	1,891	3,520	3,126	8,537

CHI-SQUARE VALUES OF TOTAL RESPONSES IN KNOXVILLE JUNIOR  
HIGH SCHOOL IN EVALUATION OF TEACHER "C", MAY, 1969

RATERS	RATINGS		
	1 and 2	3	4
Eighth Grade Students	74.61	8.58	96.70
Tenth Grade Students	76.40	.54	57.40
Twelfth Grade Students	.68	8.86	14.42
Principal	4.59	1.33	.21
Teacher	6.50	.08	2.83
Totals	162.78	19.39	171.56